

# St Faith's CofE Primary School

Alma Road, East Hill, London, SW18 1AE

**Inspection dates** 24 – 25 June 2015

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Leadership and management      |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Achievement of pupils          |                      | Good        | 2        |
| Early years provision          |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and senior team provide effective leadership. They make sure the teaching and pupils' achievement is good.
- Children make good progress in the early years because the provision is good. The proportion of children reaching a good level of development continues to rise.
- Governors are highly committed to the school. They provide good support and challenge and are determined to maintain improvements.
- Pupils make good academic progress by the end of Year 6. This prepares pupils very well for their next stage at secondary school.
- Disabled pupils and those with special educational needs are well supported and make good progress. Gaps in achievement between pupils eligible for the pupil premium fund and other pupils are closing quickly.
- Close work with the parents, carers and local community support the school's ambition for continuous improvement.
- Handwriting and presentation in exercise books shows that pupils take pride in their work. The books show the good progress that pupils are making this year.
- The school's core values and the relevant curriculum effectively contribute to pupils' spiritual, moral, social and cultural development. This is helping pupils to prepare for life in modern Britain.
- Pupil's attendance has vastly improved and they behave well. The atmosphere is calm, orderly and pupils listen well to each other and all the staff at school.
- Safety practices are outstanding. Pupils say they feel safe. The staff provide exceptional pastoral care and attention to all pupils. This creates a very nurturing ethos at the school.
- The school enjoys the full support and confidence of the parental community.

### It is not yet an outstanding school because

- The most able pupils, including the youngest children in Reception year, are not always making the progress they are capable of.
- Leaders with responsibility for curriculum areas do not regularly check the quality of teaching in their subject.

## Information about this inspection

- Inspectors visited 17 lessons and were accompanied by the headteacher, deputy and assistant headteacher during nine of these.
- During lessons inspectors scrutinised pupils' exercise books, the work on walls and the children's learning journals in the early years.
- Inspectors held discussions with pupils to gain their views about their school. They spoke to them during lunchtime in the dining hall, at the breakfast club and during playtime.
- Inspectors listened to Year 1 and 2 pupils read and talked to them about the books they enjoy reading at home and school.
- Meetings were held by inspectors with members of the governing body, a representative from the local authority and a group of pupils from across the school.
- During the inspection a range of documentation was reviewed. This included checks made on the quality of teaching, the school's tracking of pupil progress, records of behaviour incidents, attendance figures and safeguarding systems. The inspectors also scrutinised the school's evaluation of its strengths, areas to develop and plans for improvement.
- Inspectors also took into account the views of parents expressed in conversations at the start and end of the school day. They also reviewed online responses on Parent View from 36 parents.
- Inspectors spoke to individual members of staff and analysed the results of 15 questionnaires that were completed by the staff.

## Inspection team

Kirstie Fulthorpe, Lead inspector

Her Majesty's Inspector

Kewal Goel

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Children in the school's nursery attend either on a part or full-time basis. The children in the Reception class attend full-time.
- A large majority of pupils attending are from a range of ethnic backgrounds. Nearly half are from White British heritage. A quarter of pupils speak English as an additional language but most of them join the school with an advanced stage of English language acquisition.
- The proportion of disabled pupils or those who have special educational needs is just below the national average.
- Almost half the pupils are eligible for support provided by the pupil premium. This is above the national average. The pupil premium is additional funding the school receives from the government to provide additional support for pupils looked after by the local authority or pupils known to be eligible for free school meals.
- Over recent years, there have been a number of staff changes. The school increased capacity at a senior level through the appointment of an assistant headteacher.
- The school meets the government's floor standards, which set out the minimum expectation for pupil's attainment and progress in reading, writing and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- Improve the progress that the most-able pupils make by:
  - making sure teachers plan activities that challenge pupils so their learning continues to move forward during lessons
  - providing opportunities during lessons for pupils to fully develop their thinking and explanations
  - setting ambitious targets and providing feedback to precisely support pupils to reach their goals.
- Develop the role of subject leaders so they can take action to further improve teaching and pupils' learning in their specialist areas.

## Inspection judgements

### The leadership and management are good

- The headteacher, deputy and assistant headteacher demonstrate a strong commitment to continuous improvement at the school. They successfully work as a team and have ensured good teaching for the pupils.
- Senior leaders know the school well. They accurately identify the strengths and areas to develop. The improvement plan prioritises actions based on their tracking and analysis of pupils' academic progress, their personal development and well-being.
- The senior team have provided appropriate training and development for staff. They have worked with the local authority and a local teaching school alliance to design professional development. This has secured good teaching across the school.
- Subject leaders use their specialism effectively to lead staff training and curriculum development. As an example, pupils now experience a good range of high quality literature, including poetry, to inspire their own writing. However, the role of subject leaders in monitoring the quality of teaching is underdeveloped.
- Staff are clear about the quality of teaching required. They know what good pupil progress looks like. This is because leaders have set their expectations out clearly and use them to set targets for teachers to improve their practice.
- Decisions by senior leaders ensure that the extra funding provided by the pupil premium is carefully allocated. This approach has been successful in improving the rates of progress for disadvantaged pupils.
- The school has devised a curriculum relevant to pupils as they grow up in modern Britain. This is a real strength and puts the pupils' personal development to the forefront. As an example, the pupils contribute their ideas for the themes to explore each term. This year they chose trust, being thankful and friendship. The school also respond to local and national events. They held their own elections in May so pupils could gain an understanding about the electoral system. Pupils participate in an impressive range of educational visits to enhance their learning across the curriculum.
- Parents fully support inspectors' judgements that their children are safe and cared for at the school. Safeguarding policies and practices meet requirements. The governors regularly review these and also make checks on the single central record. The school's work is highly effective in keeping pupils safe at all times. Staff training about protecting children is refreshed regularly including looking for any signs of extremist views, behaviour or dangers linked to radicalisation.
- The quality of physical education has been improved due to effective use of the primary sports funding. Pupils are participating in a wider range of activities including netball and hockey clubs after school. Effective professional development provided by the specialist coaching has enabled the teachers to improve their physical education teaching.
- The local authority has worked effectively with the school to develop systems for monitoring and evaluating the performance of staff. They have confidence in leaders to maintain this good work and to continue to improve the school.
- The school's work to raise pupils' awareness about equality is central to the curriculum. This features highly in collective daily worship. Pupils' work in this area is on display in the entrance hall and shows their good understanding about people who have a range of abilities.
- **The governance of the school:**
  - Governors have worked hard to improve the impact they have on the school's performance. They have used recommendations provided by an external review to re-structure the way they work, share responsibility and fulfil their roles. As a result, they are clear about the school's strengths and the areas for further development.
  - Governors are kept well informed by the headteacher about the pupils' academic progress and the profile of teaching across the school. They use this information to inform decisions they make about teacher's pay progression and to support the headteacher tackle weaker teaching. They also ensure that the pupil premium is used effectively to accelerate progress for disadvantaged pupils.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. This is because the school has established clear routines and the expectations are understood by the pupils and all staff. Pupils are regularly praised for their good behaviour. This fosters positive relationships throughout the school.
- The school is calm and orderly. Pupils are respectful of their school environment which is very well maintained. There is no litter and the displays on walls celebrate pupils' achievements in all areas of their learning.
- The school places great emphasis on developing pupils' social skills. This leads to a peaceful atmosphere where pupils from different backgrounds enjoy playing and learning alongside each other.
- Staff and almost all the parents who responded to Parent View online agree that the school encourages pupils to behave well. The parents that inspectors spoke to confirmed this view.
- In lessons, pupils demonstrate positive attitudes towards their work. When teachers provide feedback that requires a response, pupils are not always encouraged to do so or have not read the teachers' comments. In some classes where this is working well, the pupils are very involved in improving their own learning because they use their teachers' feedback to make sure they have improved their next piece of work.
- The senior team have worked effectively with the pupils, parents to improve punctuality and attendance. The school's average attendance figures are now close to national averages and the good systems in place mean leaders can monitor and make sure this is sustained.
- Pupils take on a range of responsibilities. As an example, school council representatives went to their headteacher with a plan to arrange an event to raise funds in response to the disaster in Nepal. Their subsequent and effective teamwork raised an impressive £260 in a short space of time.
- Lunchtimes and the breakfast club are sociable events where pupils are supervised well. Effective records about poor behaviour are kept by the school. These are monitored and issues are effectively followed up by staff.

**Safety**

- The school's work to keep pupils safe and secure is outstanding. Parents are overwhelmingly positive about their child's safety and pupils say the school helps them to feel exceptionally safe.
- The curriculum ensures that pupils develop a thorough knowledge about how to keep safe. Learning in lessons is regularly reinforced during assemblies and whole school projects. As a result, pupils are very aware about how to stay safe at school, home or at other times, including when they use technology or the internet.
- Pupils actively seek out adults with any concerns they have. They know about all the different forms of bullying and say that incidents are very rare at the school. The pupils have confidence in the staff and say they will deal with any problems they encounter quickly.
- Leaders make sure all staff are provided with regular safeguarding training including updates about any changes to policy or practice in school. As a result, staff are highly vigilant and exercise their duties conscientiously with regard to the safety of pupils at all times.
- The link governor for safeguarding frequently monitors the school's safeguarding records and ensures staff training and development thoroughly implements the *'Keeping Children Safe in Education Guidance'* from the Secretary of State.
- Safer recruitment is effectively practised by governors and appropriate checks are made for any visitors to the school. The premises are kept safe because site security is carefully checked and maintained throughout the day.

**The quality of teaching is good**

- Leaders ensure teachers are supported to continually improve their practice by providing regular staff training and development. As a result, the teaching is typically good across the school. This has been effective in securing good progress for pupils in their reading, writing and mathematics.
- Teachers use assessment information to understand how well their pupils are learning. They check the accuracy of their judgements with each other and with teachers from other schools and early years settings. This contributes to their good knowledge about their pupils. Consequently, they plan activities that both interest their pupils and match their ability.
- Pupils behave well in their lessons. They listen well to clear explanations provided by their teachers. The

teaching assistants work alongside teachers so they can notice any pupils requiring further help. This means pupils can get on with their work and make a good start to their learning in lessons.

- Teachers use questions effectively during lessons to check pupils have understood. This is a strength of mathematics teaching and due to good subject knowledge. In one lesson, pupils were skilfully questioned by their teacher to demonstrate their understanding as they worked with binary numbers. The pupils were able to give reasons for their decisions, explaining complex procedures using the correct mathematical language.
- The classrooms are bright, organised and very well equipped so pupils can access and use resources to support their learning. Classroom displays celebrate achievement of finished work but also provide helpful models, images, vocabulary and examples of work in progress. Pupils refer to these when they are working independently to help them progress during the lesson.
- Teaching assistants have the necessary skills to explain tasks clearly to pupils and support them in lessons and during additional group sessions. This support has been key to speeding up the progress made by some pupils this year.
- Disabled pupils or those who have special educational needs receive good support so their progress is at least good. As the adults work with these pupils, they are careful to use questions that promote pupils' independence. That way, these pupils do not over-rely on the additional support they receive. The school coordinates specialist support from the local authority or speech and language therapy as required.
- Teachers focus on developing pupils' use of literacy and numeracy skills in other subjects. In a geography lesson, for example, the teacher reminded pupils to use a capital letter for naming countries on a world map.
- The teaching of basic literacy and numeracy skills is good. Teachers and other adults have secure subject knowledge to teach pupils about the sounds that letters represent. They take care to pronounce words carefully so pupils hear and say the sounds accurately. This is helping pupils make good progress in their reading and spelling of new, unfamiliar words.
- Pupils read often and widely. They are able to talk about their reading at home every night. This is because the school provides pupils with books and refreshes them regularly. Parents are encouraged to make regular comments about their children's reading, which helps to sustain a dialogue with families about pupils' learning.
- Teachers provide regular opportunities for pupils to work together in small groups and pairs. Pupils enjoy these times in lessons and are able to share ideas, speak clearly with confidence and listen to each other very well.
- The pupils' work is marked regularly. Teachers often make comments that help pupils know what they need to do to improve their work. However, challenge for the most-able pupils is more limited and greater rigour in checking pupils' responses to their teachers' comments is required.

### The achievement of pupils

is good

- Pupils' attainment at the end of Key Stage 1 and 2 has remained above national standards in recent years. This prepares pupils well for their next stage, including at secondary school. The school's own assessment information supported by pupils' current work in books indicates these standards will be sustained in 2015 for reading, writing and mathematics.
- All pupils make the expected progress in reading and mathematics and nearly all make expected progress in writing. In 2014 the disadvantaged pupils were behind their school peers by a term in reading, two terms in maths and further still in writing. However, compared to disadvantaged pupils nationally, they were ahead in each subject and at least two terms ahead in mathematics and reading. The boys were also behind their peers in school by a term in reading, two terms in mathematics and three terms in writing. However, their performance in all three subjects was similar to boys nationally. A close analysis of the school's assessment information and pupils' current work indicates these gaps have been significantly reduced in school this year.
- In the other year groups the pupils' are making good progress from their individual starting points. This is supported by the school's assessment information and work seen in books this year. In all other year groups the disadvantaged pupils and boys are now achieving as well as the other pupils and the previous gaps in achievement have closed. This is due to the good teaching that accelerates progress for these groups of pupils.
- Disabled pupils and those who have special educational needs make at least good progress and sometimes it is exceptional due to the very good support they receive.

- The school's work to improve standards in writing since the previous inspection has been successful. This is evident in the work displayed around the school. Pupils' enjoy opportunities to write for a range of different reasons and audiences. Pupils often publish their final work in books, leaflets and posters. The standards of presentation and handwriting are good and provide pupils with an excellent model for future work. Writing is a key strength. Some pupils recently won a local poetry competition. Pupils are proud of this achievement and the school was awarded a poet for the day as a prize. He was seen visiting a class during the inspection and the pupils were captivated by his performance of poetry.
- A good proportion of the most able pupils achieve standards above national averages in their reading, writing and mathematics in Year 6. However, leaders have already identified that although the most-able pupils make expected progress, not enough are accelerating to reach the higher levels they are capable of achieving in other year groups.
- The proportion of pupils achieving the national benchmark in the Year 1 phonics (the sounds letters make) check has risen significantly in the last three years. This is due to consistently good teaching that is also provided by the learning support team who work regularly with small groups. As a result, all pupils including the boys, disadvantaged pupils and pupils who have English as an additional language achieve well.
- Children in the early years are now making good progress compared to previous years. As a result the proportion predicted to achieve a good level of development this year will exceed the previous national average. This represents a significant improvement over the last three years. As a result, these pupils will enter Year 1 well prepared for their new challenges.

### The early years provision

is good

- Children's abilities vary when they join the school. Many enter with learning and experiences typical for their age. However, nearly a third arrives with lower starting points in all areas of learning.
- In 2014 the proportion of children reaching the good level of development by the end of Reception was slightly below the national figure. However, the school's assessments, recently confirmed by the local authority, show that standards have improved to well above the previous national average. This is because all children make good progress as they move through the early years.
- The school tracks learning and progress in every area. This way they notice any variations in achievement between, for example, the boys, disadvantaged children or any other key groups so they can be identified quickly and receive extra help. As an example, the speech and language therapist visits each half term to provide specific support for children to develop their communication skills. This support also provides valuable professional development for staff so they can use the same strategies with children during the week.
- The school is aware from the information they have that even more children need to accelerate progress so they can exceed their expected stage of development during their time in early years. This is true in all areas of learning.
- In Reception the children receive high quality teaching about the sounds that letters make. This is motivating children to read and write independently. For example, a group of children successfully used their skills to spell new words in the sentences they were writing. They were also able to form their letters correctly due to the good model the teacher provided.
- The school encourages families to support their children's early learning. Books for reading are sent home regularly and the parents are invited to attend workshops. These begin before the children join the early years. They are provided with opportunities to share valuable information about their children's strengths and interests. This helps the staff team to plan meaningful activities when pupils first join. As a result, pupils settle in quickly.
- Teachers plan learning activities that meets the children's interests and needs across all areas of learning. The children enjoy their outdoor area which is stimulating and includes a good range of learning opportunities, games and equipment.
- Children's achievements are captured and recorded in individual learning journals. The observations and assessments are also used to adapt activities based on the children's next stage of development. Parents are encouraged to contribute to this process throughout the year.
- Daily routines promote children's safety and welfare. The outdoor space is well maintained so children can access the toys, games and areas for learning safely and with independence.
- The children's behaviour is good. They are learning to listen, share and take turns very well indeed. Sometimes 'wait times' on the carpet can cause some children to become restless. This is rare but can happen only when they wait their turn to wash their hands in preparation for snack or lunchtime.

- Leadership is effective and currently provided by the deputy headteacher. It has successfully secured the improved outcomes this year. The leader regularly teaches in early years too. This provides a good model of practice for the team which has been significant in securing good progress for the children this year.



## What inspection judgements mean

| School | Grade   | Judgement            | Description  |
|--------|---------|----------------------|--|
|        | Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
|        | Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
|        | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
|        | Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |            |
|--------------------------------|------------|
| <b>Unique reference number</b> | 101043     |
| <b>Local authority</b>         | Wandsworth |
| <b>Inspection number</b>       | 448214     |

This inspection of the school was carried out under section 5 of the Education Act 2005.

|  |                                       |
|--|---------------------------------------|
| <b>Type of school</b>                      | Primary                               |
| <b>School category</b>                     | Voluntary aided                       |
| <b>Age range of pupils</b>                 | 3–11                                  |
| <b>Gender of pupils</b>                    | Mixed                                 |
| <b>Number of pupils on the school roll</b> | 208                                   |
| <b>Appropriate authority</b>               | The governing body                    |
| <b>Chair</b>                               | Andrew Pearson-Gee & Claire Macintosh |
| <b>Headteacher</b>                         | Stephan Cook                          |
| <b>Date of previous school inspection</b>  | 21–22 October 2009                    |
| <b>Telephone number</b>                    | 020 88742653                          |
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